**The Continuum of Supports**

School wide Interventions (80%-90%)

Core instruction, All students, Preventative, proactive,

Universal Strategies for All

Targeted Group Interventions (5%-10%)

Some students (at-risk), High efficiency,

Rapid response, Targeted

Continuum of Support

Social Participation

**IDENTIFIERS/ INDICATORS**

**ACTIONS/ SUPPORTS**

In addition to targeted and universal supports provided:

* Violent Threat Risk Assessment (VTRA)
* Unit 39
* Behavioral Consultant
* School Psychologist
* Family/ School Intervention team: RCMP (SRO), Mental Health, CFSA, FSW, physicians, psychologist, psychiatrists
* School Emergency Plan for crisis
* Specialized staffing, Educational Assistants, staff/student ratios (eg. 2:1)
* Modified school day

In addition to universal supports provided:

* Adapted curriculum
* Modifications to the typical school day (e.g., time, homework, assignments, environment, etc.)
* Mental Health
* Behaviour Support Plan/ social stories/social skills/reinforcement
* IPP/IEPT
* FSW/parent liaison, groups, 1:1 family support
* Community Agencies such as parenting programs, food banks, shelters
* School/Division Discipline Policy
* Wrap around case planning
* NVCI (Day 1)
* LST
* Y.E.S. program

Preventative, proactive and positive supports related to social and behavioural expectations for all students:

* Collaborative Problem solving
* Visual supports, social stories
* Character Education
* School Recognition Programs
* FSW preventative programming to a wider audience
* Providing a safe and caring classroom/school environment
* C.A.L.M. and Health classes related to mental health

UNIVERSAL:

School-Wide and Classroom-Wide Support for ALL Students

- May require occasional (e.g., less than once a week) reminders to regulate emotions (e.g., responds to verbal cues, such as "stay calm" or "relax")

- May require occasional (e.g., less than twice per week) reminders to demonstrate appropriate behaviour when frustrated

- May require occasional (e.g., less than twice per week) reminders or encouragement but generally manages anxiety without additional supports

TARGETED:

Targeted Group or Individualized InterventionThose students who have mild to moderate behavioural concerns

- Requires interventions several times a month for temper outbursts or "explosions"- Requires frequent (e.g., more than three times per week) adult assistance to manage anxiety during the school day- Requires frequent (e.g., more than three times per week) reminders to demonstrate appropriate behaviour when frustrated

SPECIALIZED:

Intensive, Individualized InterventionThose students who are high risk and have severe or complex behavioural concerns

- Temper outbursts interfere with learning one or more times a week and/or pose a safety threat to self and/or others when having temper outburst- Requires extensive, individual support to ensure student safety and/or to manage anxiety during the school day- Requires one-to-one adult assistance/support to express himself or herself appropriately when frustrated

Continuum of Support

Physical (Medical)

**ACTIONS/ SUPPORTS**

**IDENTIFIERS/ INDICATORS**

**SPECIALIZED**:

In addition to universal and targeted identifiers, has a medical condition resulting in severe difficulties

* Cannot function in a school setting without extensive supports and services
* May be considered “medically fragile”
* May have significant behavioural issues that are very disruptive to the learning environment
* Totally dependent upon adults for all aspects of care, safety and for meaningful engagement

Supports for all students:

- Access to a safe learning environment- Normal supervision- May require staff in servicing or a response plan in case of emergencies- May require administration of medication (epipen, capsules, ventolin, etc)

In addition to universal supports:- Requires adaptation checklist- May require increased supervision for high risk activities and/or on call assistance staff in-servicing or training- Enhanced communication between home and school- Environmental adaptations and/or adaptations to instructional activities/materials and accommodations for output- Access to Assistive Technology for Learning- Ongoing monitoring of behavior/medical condition- Require individual support with some tasks or at targeted times during the day- Can be included in some group activities with shared adult support

In addition to universal and targeted support:- Continuous adult support and supervision- May require high levels of medical intervention- Modification to all or most of classroom environment or activities- Requires extensive support/consultation from health care professional- May cope better with a shortened / modified school day- Extensive support in classroom including assistant time, adaptive equipment, adaptation/modification to physical environment- Staff may require specialized training (emergency procedures, physical management (eg: tube feeding, catheterization, positioning, lifting, transferring, etc)

**UNIVERSAL:**

* Physically healthy or has a physical condition (controlled asthma, diabetes, epilepsy, allergies) with little or no educational implications

**TARGETED:**

In addition to Tier I, has a medical condition resulting in significant difficulties with specific physical activities or with self-help skills

* significant restrictions on participation in activities
* limited mobility
* difficulty modulating awareness/activity level
* unusual responses to sensory stimulation
* physical disability may affect communication abilities
* behavioural challenges such as difficulty with impulse control, behavioural rigidity (neurological condition)

Continuum of Support

Intellectual (Academic)

Creative/ Engagement / Personalization (Identity, Interests, Learning Styles)

ACTIONS/ SUPPORTS

IDENTIFIERS/ INDICATORS

Supports for ALL students:

- Use of Alberta Curriculum- High quality planning- UDL- Differentiated Instruction- product, process, and content, learning styles, multiple intelligences, connected to student interest, flexible grouping, etc.- Assessment FOR/OR learning- Access to technology- Access to instructional coaches, instructional leaders- Teaching practice connected to research- Quality Learning Environment- Teacher access to Professional Learning opportunities (PLC groups, CESD, CARC, outside agencies, etc.)- Culturally responsive- Inclusive school culture- Connecting to student interests- Creation of learner profiles (interests, learning preferences, learning styles, etc.)- Culturally responsive- Access to fine arts, sports, community

- School culture (inclusive, extra-curricular opportunities, clubs, parental communication and involvement)- Inclusive practice

In addition to universal supports:- Enriched and/or adapted curriculum- Accommodations and/or assistive technology- Frequent assessment (progress review), differentiated assessment- Literacy, numeracy, speech programs (i.e., Early Literacy, Health Region SLP, etc.); individual and/or small group- May required a transition plan- Access to outside services (i.e., Student Services, SHOS, Psych, SLP, etc.)- Involved learning team (parent(s), student, teacher(s), school's Special Education liaison, administration, maybe outside specialists (i.e., Student Services)

In addition to universal and targeted supports:- Significantly adapted, and/or modified curriculum- Significant accommodations and/or assistive technology

- Life skills programming, functional skills- Frequent assessment (progress review) measuring individual outcomes- Needs a detailed transition plan in place- Access to outside services (i.e., Student Services, REACH, Psych, SLP, etc.)- Actively involved learning team (parent(s), student, teacher(s), school's Special Education liaison, administration, outside specialists (i.e., Student Services, REACH, Psych, etc.)

**UNIVERSAL:**

* High quality teaching for all
* Successfully meeting curricular outcomes
* Engaged Learners
* Positive school climate/ culture
* High parent involvement
* High level of access to activities and opportunities to enrich student learning beyond academics

**TARGETED:**

* Tier I supports are implemented but are not leading to student success
* Tier I supports have been implemented minimally month and a half
* Student requires a detailed look at classroom assessments (of/for) and level B assessments

**SPECIALIZED:**

* Tier I and II supports are implemented but are not leading to student success
* Tier I and II supports have been implemented minimally month and a half
* Student requires a level C (psych ed.) assessment

**ACTIONS/ SUPPORTS**

Continuum of Support

Deaf and Hard of Hearing

Supports for ALL students:

- Clear use of teacher voice (at least 15 dB louder than background noise)- Direct teaching of listening skills- Teacher establishes attention before giving instruction- Use of visual supports (Smart board, Boardmaker, whiteboard, etc.)- Awareness of reduction of sources of background noise. Eg: shutting off equipment when not in use, closing doors/windows, etc.)- Inclusive practice

In addition to universal supports:- Requires assessment and consultation from ASL or SEE specialist; SLP; Audiologist; and Education

- Consultant for the Deaf and Hard of Hearing- Requires personal FM system- Requires small group or individual language development support

In addition to universal and targeted supports: - Daily individual support for language development- Regular consultation form Education Consultant for the Deaf and Hard of Hearing- Social Skill development- Educational interpreters (signing EAs with ASL Level 4 training)- Personal FM system if appropriate

**UNIVERSAL:**

* No apparent hearing problems or may experience transient hearing difficulties associated with colds, sinus infections or ear infections.

**TARGETED:**

* Some residual hearing with language delay resulting from deprivation or lack of exposure to visual language
* In addition to Tier I characteristics:
  + Difficulty following instructions in the absence of contextual/visual cues
  + Demonstrates some difficulties in social relationships

**SPECIALIZED:**

* Minimal or no residual hearing and deprivation from visual language
* In addition to Tier II characteristics:
  + Will have difficulty knowing what is said without visual supports
  + Language development may be delayed
  + Unless others sign will have difficulty developing social relationships

**IDENTIFIERS/ INDICATORS**

Continuum of Support

Visual Impairment

ACTIONS/ SUPPORTS

In addition to universal supports:- Requires adaptation to presentation of materials- May require additional adult support in unfamiliar situations- Requires accommodations for assessments including PATs and Diplomas- Digital Text repository- May require orientation and mobility training- May benefit from assistive and adaptive technology

In addition to universal and targeted supports:- Requires extensive support from a VI Educational Consultant- Requires Braille assistant or teaching assistant 50-100% of time- Requires extensive use of adaptive equipment

- Requires orientation and mobility training.

**UIVERSAL:**

* Normal vision (with correction if necessary)

**TARGETED:**

* Student has acuity of 20/70 – 20/200 or worse
* May be considered legally blind
* Difficulty with normal sized print
* May have a deteriorating condition
* May have head tilting or body posturing to compensate for restricted field of vision

**SPECIALIZED**:

* Student is totally blind
* Follows program of study with appropriate adaptations and accommodations
* Not able to function without extensive supports

Supports for ALL students:

- Well lighted classroom/work area- Teacher conscious of visual field when presenting materials- Use of typical visual supports (e.g.: white board, smart board)- Differentiated instruction addresses needs of auditory learners- Access to text – to – voice technologies

- Printed materials are clear

IDENTIFIERS/ INDICATORS